

HITTING THE GROUND RUNNING:

WHY INTRODUCTORY
TEACHER EDUCATION
COURSES SHOULD DEAL
WITH MULTICULTURALISM

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THE PROBLEM

I know I still have a lot to learn but I have a foundation. I know that I don't know a lot and need to learn more. I have to accept that I have biases. I cannot feel guilty because that is what I was taught growing up. But I know that I have to examine myself. Like you always said, "critical introspection and critical reflection." I remember when I didn't know what that was. All teachers must do this. It must start inside with you, then out with the students. Whenever I am writing a lesson plan or getting materials for my class I remember the forms of bias and ask who is being left out here. I ask if I was in any way biased. This course prepared me for that and I am glad it was the very first course I took. I know teachers in schools today that still don't know

this. Don't even have a clue the damage they do to kids. I try to tell them but they think they know it all and some think I want to be smarter than them. A friend just graduated from [another institution], never took a single course in multicultural education. I see it in her classroom and the things she does. She always wonders where I learned all these things. How can anyone become a teacher and not learn these things? It should be required! (Spring 2000)

These are the comments of a teacher candidate who completed the introduction to education course at the institution where this study was conducted. This candidate's comments suggest intentional reflection, awareness of personal biases, and purposeful curriculum monitoring to ensure inclusiveness. This candidate is aware that not all teachers examine bias as he/she does, and that not all programs prepare teachers for this task. Like this candidate, others with a foundation in multicultural education agree that we have a problem.

Teachers are not being adequately prepared, before or after entering the profession, to work effectively with the increasingly diverse student population they encounter in public P/K-12th schools. Experienced administrators and teachers consistently express a need for teachers who are better prepared to work with a "diverse

student mix" in urban settings (Truog, 1998). The current study was conducted to assess and strengthen one program's approach to multicultural education to meet this need.

Many multiculturalists point out that White/Caucasian, monolingual, middle class teachers' life experiences differ markedly from most of their students (Banks, 1991; Derman-Sparks & Phillips, 1997; Howard, 1999; Lawrence, 1997; Ooka Pang, 2001). Most acknowledge the importance of teachers stepping outside of their own cultural framework, knowing about, and respecting the diverse cultures, races, languages their students represent.

But Lipman (1993) suggests that teachers can be very resistant to change; their ideologies and convictions about children of color and their intellectual potential tend to remain unchanged in spite of information to the contrary. Zofko Lattragna (1998) found that White/Caucasian college students, particularly males, are most resistant to multicultural education. This is alarming because most students in higher education across the nation, including those pursuing the teaching profession, are White/Caucasian.

Preparation in multicultural education can occur before or after entering the profession. Still, once candidates become teachers, effective multicultural education can be hard to come by. Unless teachers enroll in continuing and/or post baccalau-

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reate courses, they are often exposed to new information only through short, mandated in-services/workshops that take place after a long workday. Workshops tend to be superficial; termed “dog and pony shows” that do not provide the quality time needed to fully explore and understand issues of multiculturalism and are unlikely to bring about key and enduring personal changes.

To the contrary, they can serve to further trivialize the issues, focus on single fixes, and add to the confusion, frustration, distrust, and alienation already felt (Cruz-Janzen, 2000). It is agreed, that resolution of inequities in classrooms and school reform must go beyond the staff development that entertains, avoids making anyone uncomfortable, and adds a few strategies to “teachers’ bag of tricks.”

Thus, it becomes all the more imperative that preservice teacher candidates experience appropriate, sustained multicultural education. When they prepare, candidates have more time and course requirements to reflect. Faculty have time to develop and adjust topics adequately and in response to their class’s feedback.

In the urban teacher preparation program where this study took place, faculty concurred that candidates would benefit most by beginning their study of multiculturalism before setting foot in the classroom. That way, their practicum [field experience and/or student teaching] in an actual P/K-12 classroom would be accompanied by thoughtful reflection on how teachers can best teach diverse students. Without this foundation, candidates sometimes completed methods courses without knowledge of why or how to address the unique needs of diverse learners.

This state college produced the largest number of new teachers in the state. Known as an urban “institution of access” and characterized by a diverse student body, it was recognized for its stated commitment to diversity. In an effort to prepare candidates to “hit the ground running,” the program infused multiculturalism throughout the initial foundations in education course required at the very start of the teacher education sequence.

The course worked steadily to develop candidates’ sociocultural understanding, essential as a basis for lifelong growth in competence as multicultural educators. Equity and multiculturalism were taught throughout the entire semester. Faculty facilitated candidates’ reflection on these topics and comparisons to their own development.

Activities were designed to enhance candidates’ abilities to design and implement responsive instructional practices

suitable for diverse students. It allowed them to critically examine classrooms in urban multicultural schools through their connected field experience and, concurrently, reflect with peers and professors on the implications of these conditions for effective teaching and learning. In this way, the course provided initial understandings upon which candidates’ further learning could be built.

Faculty teaching this course considered it essential to nurture and monitor candidates’ openness to new perspectives. Thus, faculty examined the impact of their teaching and made adjustments to minimize resistance. Candidates looked at the implications of their own socialization for their role as teachers. Faculty guided candidates in the examination of their own history of family immigration and integration into mainstream U.S.A. society.

Candidates examined their own—often-unexplored—socialization into their gender, race, ethnicity, socioeconomic class, physical appearance, abilities and disabilities, and other forms of diversity. They looked at how this shaped the way they perceived others unlike them. They reflected on their own experiences in the school system and how their own diversity and that of their teachers, in turn, shaped those. They took a close look at the role of schools not only in enculturating but deculturating groups from non-Anglo Saxon Protestant European backgrounds. They studied the long—and continuing—historical battle of various groups, including women and persons of color, for educational equality and became cognizant of the effects that bias in curricular materials and programs have on students, particularly females and students of color (Sadker & Sadker, 2003).

In their field experience, candidates had the opportunity to examine race, gender, and class in a diverse urban school and community through the sociocultural lenses learned in their campus-based course.

THE STUDY

This study examined 214 written pre- and 180 post-course surveys in which candidates

described their preparation in the introductory multicultural-designated course. Candidates were either seeking bachelor’s degrees concurrent with teaching licensure, or were post-baccalaureate seeking “licensure only.”

The study assessed their ways of understanding and valuing multiculturalism before and after the course. Since White/Caucasian, monolingual, middle class teachers continue to constitute the majority of the teaching force, a particular interest was to examine White/Caucasian candidates’ before and after responses. The study also looked at responses among candidates of color and between males and females.

The six semester credit hour course block was offered in 5-6 sections by different instructors each semester and included 60 hours of field experience in a diverse urban middle or high school. Three of the six instructors were persons of color: African American, Latino/a, and Native American.

Candidates in several course sections completed anonymous surveys during the first and last week each semester starting in fall 1997 through spring 2000. Two demographic identifiers were race/ethnicity and gender. One race category titled “Other” enabled candidates to select Interracial/Interethnic with lines provided for the possible combinations. The survey questions were as follows:

The survey questions:

1. WHAT DO YOU HOPE TO ACQUIRE / LEARN FROM THIS COURSE? (PRE-SURVEY)
WHAT DO YOU FEEL YOU ACQUIRED / LEARNED FROM THIS COURSE? (POST-SURVEY)
2. MULTICULTURAL EDUCATION MEANS:
3. MULTICULTURAL EDUCATION IS/IS NOT NEEDED BECAUSE:
4. MULTICULTURAL EDUCATION DOES/DOES NOT BENEFIT “MINORITY” STUDENTS BECAUSE:
5. MULTICULTURAL EDUCATION DOES/DOES NOT BENEFIT EUROPEAN AMERICAN [WHITE/CAUCASIAN] STUDENTS BECAUSE:
6. MULTICULTURAL EDUCATION DOES/DOES NOT BENEFIT FEMALE STUDENTS BECAUSE:
7. MULTICULTURAL EDUCATION DOES/DOES NOT BENEFIT MALE STUDENTS BECAUSE:
8. MULTICULTURAL EDUCATION DOES/DOES NOT BENEFIT ME BECAUSE:
9. MULTICULTURAL EDUCATION DOES/DOES NOT BENEFIT SOCIETY BECAUSE:
10. OTHER COMMENTS:

Narrative responses per candidate per survey question were categorized as positive or negative. Positive comments conveyed openness to multiculturalism and indicated, in the post-course survey, that candidates experienced learning that enabled them to see the *benefits* of multicultural education to their careers and/or personal lives. Negative comments expressed aversion, lack of interest, and/or resistance to the topic.

FINDINGS

The findings are summarized in representative narrative responses and reported in tables. Disaggregated annual data is reported in the Appendices to this paper. The first column presents ratios. For example, a ratio of 21:57 indicates 27 of the 57 participants wrote positive comments. It does not mean the remaining 36 wrote negative ones; perhaps they didn't write any at all. The next column—" % Total"—translates this ratio to the percent of positive comments from the total participants. Horizontally, the tables are divided into pre- and post-survey. Horizontally across, responses are further disaggregated by gender. Moving down the columns, responses are disaggregated by race/ethnicity.

Table 1 shows the number of respondents, their race/ethnicity, and gender across the six semesters.

It is important to note that across all semesters several candidates changed racial/ethnic identity and those self-identifying as "Other" increased. This finding is further discussed in the conclusions.

Pre- and Post Course Survey

A limitation of the study is the small number of participants. Therefore, the focus was on qualitative analysis of actual comments to support course and program improvement and identify areas for further study.

Table 2 indicates the ratio of positive comments to the first question. It shows that, across the six semesters, 65 of 144 White/Caucasian candidates responded positively in the pre-course survey. Most of these comments indicated lack of awareness with a strong desire to learn. Candidates were, overall, far more positive across all semesters in both the pre- and post-survey.

Some of the pre-course comments include:

White/Caucasian:

"I want to learn how to be comfortable teaching and learning in such an environment."

"Everything. . . I have never studied multicultural and don't even know what it is."

"To better assess the needs and wants of multicultural students and parents to help their educational progress. Basic techniques of teaching in a diverse school. The do's and don'ts."

Latino/Hispanic:

"Receive an experience working with secondary students that come from diverse backgrounds."

"The differences in cultures and traditions and how important it is as a teacher to be fair in presenting information to students in your class."

African American:

"This class should be given to all Americans so we can understand the whole world communities. Others need to understand what other groups have experience so they have a better understand-

ing of how hard it is to be of color in this world."

Native American Indian:

"Because our society is racist. This racism is eating away at any unity. This country could have. Without addressing this issue we will kill each other in a race war."

Other:

"How do you teach multiculturalism in a predominantly White school? Or predominantly Black? Or male? My personal experience was immersion, quite literally, and the availability of having students give personal accounts."

In answer to post-survey question #3, most candidates responded positively showing increased awareness and learning. Most White/Caucasian candidates wrote that the course helped them realize that they, too, are multicultural and living in a multicultural world. Post-survey comments indicate that most candidates, of all backgrounds, found the course personally and professionally beneficial, like this respondent:

TABLE 1

Composite Survey Participants Race/Ethnicity and Gender

	PRE - COURSE			POST - COURSE		
	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE
EA	144	51	93	116	39	77
AFA	12	5	7	6	3	3
L/H	31	9	22	24	7	17
NA	4	0	4	5	2	3
ASA	1	0	1	0	0	0
OTHER	22	10	12	29	15	14
	214			180		

EA= EUROPEAN AMERICAN [WHITE/CAUCASIAN]; AFA= AFRICAN AMERICAN;
L/H=LATINO/HISPANIC; NA= ALASKAN NATIVE / NATIVE AMERICAN INDIAN; ASA=ASIAN AMERICAN; OTHER.

TABLE 2

Cumulative Positive Responses to Question # 1

	PRE	POST
EA	65:144	82:116
AFA	5:12	6:6
L/H	17:31	19:24
NA	2:4	3:5
ASA	0:1	0:0
OTHER	10:22	16:29
	99:214	126:180

EA= EUROPEAN AMERICAN [WHITE/CAUCASIAN]; AFA= AFRICAN AMERICAN;
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OTHER.

"That my education of cultural diversity will never end. It's a life long process."

White/Caucasian candidates and candidates of color responded in various ways in the post-survey:

White/Caucasian:

"Multicultural is far more important than many realize. We all live in a multicultural world! Even I am diverse!"

"Much about cultures and about the way that they interact. Better understanding on the effects of education. It opened my eyes and figure out ways to teach to many different kinds of people and to be sure that I don't forget or offend anyone."

"Get rid of the 'Old Boys' network." "Avoiding forms of bias, which leads to more sensitive and responsible behavior. I continue to learn to respect others' beliefs even if I disagree."

"I am aware of biases that occur that I was blind to before. I have become aware of my own prejudices and make a conscious effort to omit them."

"That I have stereotypes and that I have the capacity to hinder the education of my students by doing so. I was taught to be aware of my own stereotypical assumptions and other things so that I can learn to teach individual kids".

"Very deep. I learned a great deal. Issues minorities are facing, ideas on how to approach these issues."

Latino/Hispanic:

"Multicultural education is fun, interactive, and exciting. It really is the only way to educate in today's changing society."

*"Multicultural education is a **must** for everyone. We as teachers owe it to our children to teach them about themselves and about others. The process to better our world starts with our children. If things don't change, we are sure to destroy one another. We need to teach love for all, not hate!"*

"Hopefully by presenting multicultural education we will be more sensitive to other

genders and races and value them as they value themselves."

African American:

"The makeup of our society is constantly incorporating new immigrants, which allows for their stories & history to be told by themselves instead of someone who did not take the time to correctly learn their history."

Native American Indian:

"The more we know about those who are different from us, the more likely we will be able to understand their perspective."

"The oppression felt by others is not understood and at least multicultural education provides some understanding. This country does not change and I personally feel sorry for Whites."

"To be sensitive to other cultures. To understand why Whites act the way they do. Education is based on economics and not on the true value of education. Education is not a right, or treated as a right, because all children in the U.S. do not benefit from it."

Other:

*"This class is helpful to all groups. Equipping future teachers with ways to deal with their own biases, with curriculum bias, with societal influence—are all beneficial for **any** teacher of any gender, race, ethnicity."*

Over the six semesters, negative remarks emerged after the course from 10 of

the 180 respondents (5%). While limited, these were examined carefully each year (See Table 3).

Emergent Themes

Multiple responses reflected three themes:

(1) The first was a pattern of narratives, like the following, showing that candidates encountered difficult challenges within themselves and/or their families and friends as their awareness of diversity and societal injustices increased.

*"It was an extremely thought-provoking class. My husband and I got in an argument **every time** I came home from it because my perspective changed enough to make him uncomfortable."*

"My boyfriend and I got into some pretty bad arguments. He didn't want to accept that I am multiracial. He says I am White, just White. We finally broke up. I don't think he was ready for that. It would have been a problem later on."

"My mother is always making racist comments. I used to pretend not to hear her. Now it really bothers me."

"I am married to a really bigoted guy. How can I help him see what I have learned this semester without losing my marriage? I feel like he has to know and learn too."

(2) The second pattern conveyed candidates' concerns that unless multicultural education courses are taught "the way [it]

TABLE 3
Negative Comments Regarding Value of Multicultural Education

1997-98		1998-99		1999-00	
PRE	POST	PRE	POST	PRE	POST
N = 0/82	N = 3/66	N = 0/99	N = 3/87	N = 0/33	N = 4/27
	White/ Caucasian Female (2)				White/ Caucasian Female (1)
	White/ Caucasian Male (1)		White/ Caucasian Male (2)		White/ Caucasian Male (2)
			African American Female (1)		
					Latino/ Hispanic Male (1)

should be," greater problems may be created.

"I feel like multicultural education is beneficial but it is going to be a long time before it's presented in a way it should be. People need to get past the hate and ignorance before they can learn these things and before they can teach these things effectively."

"Multicultural education is a very sensitive area and if taught & presented correctly could be beneficial to all. If not, I believe, it could cause deep barriers between many."

(3) The third pattern indicated that candidates considered having instructors of color a definite advantage.

"This was my best / favorite class of the semester. I appreciated the forum format that existed each day. The teacher's insights were great. Her perspectives and philosophy were challenging and beneficial to me."

"First-hand knowledge is always helpful. I love to hear [the professor's] stories and experiences about multicultural education."

"Thank you from the bottom of my heart for touching my soul. You are a teacher of power, wisdom, and all around beauty. I admire your strength and your spirit that has already moved mountains. Thank you."

Post-Survey Follow Up

As candidates moved through the remainder of the teacher preparation program, they were surveyed informally during advising. Many commented that the introductory multicultural course should be required of all prospective teachers, no matter what college or university. Course completers wrote, anonymously, about how the introductory multicultural course continued to impact their subsequent teacher preparation program:

"I was able to write lesson plans and take learning styles and other diversities into consideration. I was always asking whom am I leaving out? I want to help all students. But we learned in your class that we may omit someone because we are socialized to do it without being aware. I am now aware and stop to ask myself."

"Sometimes, if the instructor forgets, we (the students) remind them, hey what about the students of color, what about

learning disabled, non-English speakers."

"In one class the students had to tell the professor that he was prejudiced. He was using all these stereotypic materials, doing and saying all these things. He was teaching us everything we knew not to do. It was pretty sad. We told him to take your course."

Survey Year 1: 1997-1998

In academic year 1997-1998, only 25 of 82 (30.4%) candidates initially indicated a specific interest in learning about multiculturalism while 39 of 66 (59.1%) expressed growth at the end of the course. Composite results are reported in Tables A.1 through A.3 of the Appendix. There were no negative comments in the pre-course and only three post-course.

"How frustrating, annoying, and angry the amount of diversity that was dealt with made me." White/Caucasian female (aged 18-22 years)

"I resent always having to talk about race. If only they worked as hard as other people that also came here with nothing. We don't owe them anything and I resent all the talk about special treatments for them." White/Caucasian male (aged 23-27)

Looking only at responses to "Other comments," only 16 of 82 (19.5%) candidates responded positively in the pre-course survey. This increased to 22 of 66 (33.3%). The only negative post-course comment follows:

"I really got upset and frustrated with the amount of diversity. Is it really necessary to constantly pick everyone out and set them in a group? It is a good idea to learn more about different cultures but if we are a melting pot, please let us melt and not separate so like oil and water, never being able to mix." White/Caucasian female (23-27 age group)

In this year White/Caucasian candidates responding positively increased from 36.8% (21:57) to 60.0% (27:45). Positive comments from White/Caucasian females increased from 46.9% (15:32) to 74% (20:27). Positive comments from White/Caucasian males were fewer before the course and showed a smaller increase from 24% (6:25) to 38.9% (7:18).

Survey Year 2: 1998-1999

Composite results for 1998-1999 are

reported in Tables B.1 through B.3 of the Appendix. This year, 61 of 99 (61.6%) candidates responded positively in the pre-course survey. This number grew to 76 of 87 (87.3%). White/Caucasian candidates showed a gain from 55.9% (38:68) to 82.5% (47:57). White/Caucasian males' increased from 52.4% (11:21) to 88.2% (15:17). White/Caucasian females' increased from 59.6% (28:47) to 80.0% (32:40).

In year two, 43 of 99 (43.4%) participants made positive comments to item # 10. This ratio increased to 73 of 87 (83.9%). Of 76 total comments, only three were negative:

"Multicultural education is very valuable, however, I do not feel that an entire class should be devoted to this area. It could easily be incorporated into a section of an education class and the importance would not be lost." White Caucasian male (43-47 age group)

"I wasn't raised that way. I was raised in a Christian home. I am educated. It doesn't happen to me." African American female (18-22 age group)

"We need to say things they were they were. If Whites came here and did what they did, we have to admit that they were pretty brave and hard working. And we have to admit that everyone was doing the same to everyone else. The Africans were enslaving other Africans and selling them too. The Indians here also had slaves. That's just the way it was. I don't have to be made feel ashamed of my White ancestors. I wasn't there. I didn't do anything wrong and I can't change any of that now. So get off it!" White/Caucasian male (33-37 age group)

Survey Year 3: 1999-2000

In 1999-2000, the final year of the study, 13 of 33 (39.4%) candidates initially indicated a specific interest in learning about multiculturalism, and 21 of 27 (77.8%) responded positively in this area at the end. Overall, White/Caucasian candidates increased from 6:19 (31.5%) to 8:14 (57.1%). White/Caucasian males increased from 40.0% (2:5) to 75.0% (3:4). White/Caucasian females increased from 28.6% (4:14) to 50.0% (5:10). Disaggregated results are reported in Tables C.1 through C.3 of the Appendix. Three negative comments were made to, "What do you feel you acquired/learned from this course:"

"I don't ever want to have to take another multicultural course." White/Caucasian male (23-27 age group)

"Affirmative Action is going the wrong way. Why do they need special rights?" White/Caucasian male (33-37 age group)

"I am tired of having to deal with this over and over. By emphasizing all of this and the differences, we are maintaining the separations. Why can't we all just get along and see people for the content of their character rather than their skin color?" Latino/Hispanic male (23-27 age group)

In response to "Other Comments," while only 11 of 33 (33.3%) candidates indicated a specific interest in learning about issues of multiculturalism before the course, 15 of 27 (55.6%) reported positively afterwards. Of twenty-seven comments, only two were negative:

"I think you are pretty bias[ed] yourself. Where do you get your information? I hope I never have to sit through another one of your classes again. I was angry all the time" White/Caucasian female (23-27 age group).

"I can now see why people don't want to take these courses. We are constantly being told what we did wrong, what our ancestors did. I personally think they did a pretty darned good job. We are the most advanced country in the world. Other countries would like to have what we do. Why is Africa the poorest country in the world? Why are people starving in India? I feel very proud of my ancestry and what White people have done. Wherever they went it's a prosperous nation. You have to be pretty darned good to be able to do that." White/Caucasian male (23-27 age group)

CONCLUSIONS

Results indicated that the vast majority of teacher candidates, in all three years, were more positive about the importance of multicultural education at the end of the course than at the start. Only five percent made negative comments after the course. The findings support the notion that, with few exceptions, teacher candidates were favorably impacted by these courses, both professionally and personally.

Comments describe a generally favorable impact on White/Caucasian males and females, as well as other racial/ethnic groups. As instructors had planned, candidates' comments suggest they emerged

with enhanced sociocultural understanding, clearer sense of self-identity, openness to new perspectives, and awareness of the implications of multicultural education on their work as teachers. Comments further suggest candidate growth in awareness of what it takes to help all students.

Candidates' growing sociocultural awareness, apparent in post-course comments, may have accounted for the increased number of respondents who, at the end of the course, affirmed their interracial and/or interethnic heritage. A number of candidates, who at the beginning classified themselves as "White" or as members of only one racial or ethnic group, began to affirm multiple heritages by the end of the course.

During the timeframe of this study, instructors developed their ability to support a variety of candidates facing difficult challenges within themselves or their families and adjusted the course in response to candidate needs. Still, there were some exceptions—candidates who were negative at the close of the course, a finding in keeping with Lipman (1993) and Zofko Latragna (1998).

While resistant candidates were limited, a concern is that they did move on to student teach and take teaching positions in diverse schools and classrooms. Further research is needed to explore the impact of emerging teachers' negative attitudes toward multicultural education on the students they later teach.

While this study documents their resistance, the causes are less clear. Resistance may have been caused by an interfering worldview that became intensified by the course experience. Comments showed that White/Caucasian candidates who resisted perceived that the course was designed to make them feel guilty for being White. They reacted against instructors whom they perceived as preaching at them, judging them, or giving them false information. Comments suggested resentment of a perceived 'overemphasis' on multiculturalism and study of topics perceived as not concerning them. They felt anger, fatigue, resentment, and frustration. They held a more negative view of difference, considering it divisive and harmful. With these negative comments as guides, course faculty considered whether further adjustments in the courses could lessen resistance, or whether other solutions exist.

Each year's results demonstrated similar patterns—mostly positive. Year One (1997-1998) supports the appropriateness of providing multicultural education to White/Caucasian preservice teacher candidates. The year's discrepancy in female

and male responses suggested the need for course adjustments, and for further comparative research to examine differences in male and female candidates' needs at the start of courses and their learning at the end.

Faculty first arrived at the understanding of the need to apply known theories of gender and racial socialization and enculturation in the design of multicultural courses and field experiences. Faculty saw the need to better match learning and teaching styles to assure that courses nurture both male and female candidates' openness.

Year Two results confirmed general patterns from year one and reflected the effectiveness of changes implemented in response to year one data. It signified a small victory for faculty teaching the course. When they used the results from year one—showing a smaller gain for men than women in responsiveness to multicultural education—to change the course, their courses appeared to have a more positive impact on male candidates.

In revisions to the course in year two, faculty integrated more male issues. Candidates explored gender socialization as well as the impact of the media on both men and women in U.S.A. society. They viewed videos dealing with the increase of male—especially boys'—violence in our society and schools. Further, they examined media portrayal of minority ethnic groups, stereotypes that impact human aspirations, and ways the media affect life and learning from an early age. In turn, they learned how gender socialization and teacher expectation and interactions impact educational achievement and career options.

To facilitate exploration of topics and maximize candidates' engagement, faculty implemented several discussion structures, including dyads between two candidates, small groups of 5-7 candidates, whole class, and individual written reflections. Additionally, small support groups created safe environments for candidates to get to know each other and feel more comfortable reflecting on the various topics. Candidates used timers and had equal time to speak without interruption. No one could speak more than once until everyone in the group had spoken. Candidates could not react and/or respond to each other's comments. Discussions could not be taken out of the classroom and if they were, the individual person(s) originating the topic had to agree. Written reflections were shared anonymously.

The overarching goal was to release silenced voices: inner and each other's.

These structures and ground rules paved the way for candidates to speak their minds freely, without fear of criticism, and empowered many to disclose personal experiences. Male candidates voiced frustration with "male bashing" and affirmative action. Females discussed persistent sexism in society. Stories by candidates of color were often poignant "eye-openers" for everyone, particularly White/Caucasians who often expressed lack of awareness.

Year Three results replicate the general pattern of Year Two, showing gains for both White/Caucasian men and women in their positive response to multicultural education.

The follow up comments from course completers suggested the required introductory course that infused multiculturalism was effective at the start of the teacher education sequence by opening their eyes and minds to multiple perspectives valuable for their growth and in preparing them for critical reflection and analysis through all subsequent courses.

CLOSING REMARKS

The study was conducted to assess and improve an introductory multicultural-designated course in an urban teacher preparation program. The course aimed to promote candidates' positive response to multiculturalism, especially White/Caucasian candidates. Results suggest that this approach effectively laid the foundation for almost all candidates' further growth as multicultural educators. The study suggested that an introductory course combined with field experience and focused on critical issues and self-identity development established an effective basis for career-long learning in multicultural education.

Clearly, with increased concerns about student achievement and school effectiveness, particularly cultural and language minorities and low socioeconomic students in urban schools, more research needs to be conducted to ascertain how to best prepare prospective and current teachers to work effectively with students from different backgrounds than their own.

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APPENDIX A

TABLE A.1

Survey Participants, Fall 1997 & Spring 1998

	PRE			POST		
	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE
EA	57	25	32	45	18	27
AFA	4	2	2	1	1	0
L/H	10	4	6	7	2	5
NA	2	0	2	3	2	1
ASA	1	0	1	0	0	0
OTHER	8	2	6	10	5	5
	82			66		

EA= EUROPEAN AMERICAN [WHITE/CAUCASIAN]; AFA= AFRICAN AMERICAN; L/H=HISPANIC/LATINO; NA= ALASKAN NATIVE / NATIVE AMERICAN INDIAN; ASA=ASIAN AMERICAN; OTHER.

TABLE A.2

Fall 1997 & Spring 1998

A. WHAT DO YOU HOPE TO ACQUIRE/LEARN FROM THIS COURSE?

B. WHAT DO YOU FEEL YOU ACQUIRED/LEARNED FROM THIS COURSE?

	A. PRE				B. POST			
	TOTAL	% TOTAL	MALE	FEMALE	TOTAL	% TOTAL	MALE	FEMALE
EA	21:57	36.8	6:25	15:32	27:45	60.0	7:18	20:27
AFA	0:4	00.0	0:2	0:2	1:1	100	1:1	0:0
L/H	2:10	20.0	1:4	1:6	3:7	42.9	0:2	3:5
NA	0:2	00.0	0:0	0:2	1:3	33.3	0:2	1:1
ASA	0:1	00.0	0:0	0:1	0:0	N/A	0:0	0:0
OTHER	2:8	25.0	0:2	2:6	7:10	70.0	2:5	5:5
	25:82	30.4			39:66	59.1		

RATIO = # POSITIVE COMMENTS DEALING WITH DIVERSITY & MULTICULTURALISM: GROUP SIZE (N)

TABLE A.3

Fall 1997 & Spring 1998, General Comments By Participants (Question # 10 in Survey)

	PRE				POST			
	TOTAL	% TOTAL	MALE	FEMALE	TOTAL	% TOTAL	MALE	FEMALE
EA	9:57	15.79	4:25	5:32	16:45	35.56	8:18	8:27
AFA	1:4	25.0	1:2	0:2	1:1	100	1:1	0:0
L/H	1:10	10.0	1:4	0:6	0:7	00.0	0:2	0:5
NA	1:2	50.0	0:0	1:2	2:3	66.6	1:2	1:1
ASA	0:1	00.0	0:0	0:1	0:0	N/A	0:0	0:0
OTHER	4:8	50.0	1:2	3:6	3:10	30.0	0:5	3:5
	16:82	19.5			22:66	33.3		

RATIO = # POSITIVE COMMENTS DEALING WITH DIVERSITY & MULTICULTURALISM : GROUP SIZE (N)

APPENDIX B

TABLE B.1

Survey Participants Fall 1998 & Spring 1999

	PRE			POST		
	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE
EA	68	21	47	57	17	40
AFA	6	2	4	4	2	2
L/H	13	2	11	11	2	9
NA	1	0	1	1	0	1
ASA	0	0	0	0	0	0
OTHER	11	7	4	14	8	6
	99			87		

TABLE B.2

Fall 1998 & Spring 1999

A. WHAT DO YOU HOPE TO ACQUIRE/LEARN FROM THIS COURSE?

B. WHAT DO YOU FEEL YOU ACQUIRED/LEARNED FROM THIS COURSE?

	A. PRE				B. POST			
	TOTAL	% TOTAL	MALE	FEMALE	TOTAL	% TOTAL	MALE	FEMALE
EA	38:68	55.9	11:21	28:47	47:57	82.5	15:17	32:40
AFA	5:6	83.3	2:2	3:4	4:4	100	2:2	2:2
L/H	10:13	76.9	1:2	9:11	10:11	90.9	1:2	9:9
NA	1:1	100	0	1:1	1:1	100	9	1:1
ASA	0	0	0	0	0	0	0	0
OTHER	7:11	63.6	4:7	3:4	14:14	100	8:8	6:6
	61:99	61.1			76:87	87.3		

RATIO = # POSITIVE COMMENTS DEALING WITH DIVERSITY & MULTICULTURALISM : GROUP SIZE (N)

TABLE B.3

Fall 1998 & Spring 1999, General Comments By Participants (Item #10 in the Survey)

	PRE				POST			
	TOTAL	% TOTAL	MALE	FEMALE	TOTAL	% TOTAL	MALE	FEMALE
EA	30:68	44.1	10:21	20:47	48:57	84.2	15:17	33:40
AFA	4:6	66.6	1:2	3:4	4:4	100	1:2	3:2
L/H	5:13	38.5	1:2	4:11	9:11	81.8	2:2	7:9
NA	1:1	100	0:0	1:1	1:1	100	0:0	1:1
ASA	0	0	0	0	0	0	0	0
OTHER	3:11	27.3	1:7	2:4	11:14	78.6	3:8	8:6
	43:99	43.4			73:87	83.9		

RATIO = # POSITIVE COMMENTS DEALING WITH DIVERSITY & MULTICULTURALISM : GROUP SIZE (N)

APPENDIX C

TABLE C.1

Survey Participants Fall 1999 & 2000

	PRE			POST		
	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE
EA	19	5	14	14	4	10
AFA	2	1	1	1	0	1
L/H	8	3	5	6	3	3
NA	1	0	1	1	0	1
ASA	0	0	0	0	0	0
OTHER	3	1	2	5	2	3
	33			27		

TABLE C.2

Fall 1999 & Spring 2000

A. WHAT DO YOU HOPE TO ACQUIRE/LEARN FROM THIS COURSE?

B. WHAT DO YOU FEEL YOU ACQUIRED/LEARNED FROM THIS COURSE?

	A. PRE				B. POST			
	TOTAL	% TOTAL	MALE	FEMALE	TOTAL	% TOTAL	MALE	FEMALE
EA	6:19		2:5	4:14	8:14		3:4	5:10
AFA	0:2		0:1	0:1	1:1		0:0	1:1
L/H	5:8		1:3	4:5	6:6		3:3	3:3
NA	1:1		0	1:1	1:1		0:0	1:1
ASA	0		0	0	0		0	0
OTHER	1:3		1:1	2:2	5:5		2:2	3:3
	13:33	39.4			21:27	77.8		

RATIO = # POSITIVE COMMENTS DEALING WITH DIVERSITY & MULTICULTURALISM : GROUP SIZE (N)

TABLE C.3

Fall 1999 & Spring 2000, General Comments by Participants (Item # 10 in Survey)

	PRE				POST			
	TOTAL	% TOTAL	MALE	FEMALE	TOTAL	% TOTAL	MALE	FEMALE
EA	8:9	42.1	2:5	6:14	8:14	57.1	2:4	6:10
AFA	0:2	0	0:1	0:1	1:1	100	0:0	1:0
L/H	2:8	25.0	1:3	1:5	3:6	50.0	1:3	2:3
NA	1:1	100	0:0	1:1	1:1	100	0:0	1:1
ASA	0	0	0	0	0	0	0	0
OTHER	0:3	0.0	0:1	0:2	2:5	40.0	0:2	2:3
	11:33	33.3			15:27	55.6		

RATIO = # POSITIVE COMMENTS DEALING WITH DIVERSITY & MULTICULTURALISM : GROUP SIZE (N)